



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

10211 E. Madero Ave., Mesa, AZ 85209

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Jean Woods
Schedule : 07:00 AM to 04:00 PM
Grades : 7-8
Web Address : gilbert.k12.az.us/info/schools/drjhs/drjhs.ht
Phone Number : (480) 635-2025
Fax Number : (480) 625-2044
E-mail : jean_woods@gilbert.k12.az.us

Mission

DRJH, students, parents, and educators share responsibility for quality education, academic excellence, and character. DRJH provides a positive environment empowering students in all academic, social, and physical pursuits.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü An on-going program, (Character Counts!) will be merged with our curriculum areas to enhance social skills and address diversity among all students.
- ü DRJH will improve student achievement in Reading with an emphasis on comprehension.

Enrollment

October 1, 2005 School Year Student Enrollment : 1128
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 102

Instructional Programs

- ü Language Arts Block (Accelerated Reader)
- ü On-site Special Education
- ü Honors Classes
- ü ELL Program
- ü Tungsten Learning Program
- ü Character Counts!
- ü Victory With Honor
- ü Pride Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 7 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

DRJH adheres to high academic standards. Programs include honors ed, special ed, vocational ed, ELL and tutoring. School calendars, course books, and handbooks are available. District policies are mailed to each household yearly.

Parents

Parents are responsible for students arriving on time, dressed appropriately, ready to learn with completed homework. Absences should be reported daily. Any health issues are to be reported immediately.

Transportation Policy

Desert Ridge Junior High uses nineteen buses to transport students who live outside a one-mile range to and from school each day. DRJH boundaries are approximately 19 square miles.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Orchestra Rec'd Rating of Superior w/ Distinction-ABODA	2004
ü Band Rec'd Rating of Excellent at the ABODA Festival	2004
ü First teacher at DRJHS to be National Board Certified	2003
ü Recognized as an Excelling school 2003-04, and 2005-06	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	579	2928	78546	99	97	97	574	577	543	5	4	15	7	7	18	59	61	52	29	28	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	279	1416	38645	99	97	98	573	578	545	3	3	13	8	7	18	62	62	54	27	28	15
Male	300	1512	39792	100	97	97	575	576	542	6	5	17	6	8	17	57	59	50	31	29	15
African American	39	139	4205	100	95	97	545	548	524	23	12	22	5	12	22	56	62	49	15	14	7
Hispanic	107	454	31177	98	94	97	552	555	524	8	7	22	14	13	23	64	66	48	14	14	7
Asian/Pacific Islander	24	133	1940	100	98	99	577	590	580	NA	1	5	13	6	9	58	56	53	29	37	33
American Indian/Alaskan Native	NC	29	4689	NC	94	95	NC	557	515	NC	10	28	NC	10	25	NC	62	43	NC	17	4
White	404	2173	36450	100	98	97	583	583	563	2	3	7	5	6	12	58	60	57	34	32	23
Students with Disabilities	65	242	8093	94	73	82	520	522	489	34	29	50	25	25	24	35	40	23	6	6	2
Students without Disabilities	514	2686	70453	100	100	100	580	581	549	1	2	11	5	6	17	62	62	56	32	30	16
Limited English Proficient Students	15	65	9323	100	92	94	532	530	491	13	17	47	20	22	28	67	57	24	NA	5	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	142	526	34694	100	92	96	555	556	524	6	6	23	15	13	23	65	66	48	13	14	7
Non-Economically Disadvantaged	437	2402	43852	99	98	99	581	581	559	4	3	10	5	6	13	57	59	56	34	31	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	565	2943	79045	97	97	98	541	542	512	3	3	10	10	11	25	72	71	58	14	15	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	275	1423	38860	97	98	98	546	549	519	3	2	7	8	9	22	72	70	62	16	19	8
Male	290	1520	40075	97	97	97	536	536	505	4	3	12	12	14	28	72	71	54	11	12	6
African American	34	137	4250	87	94	98	529	520	500	12	7	12	21	26	31	59	61	54	9	7	3
Hispanic	104	458	31314	95	95	98	523	524	493	7	7	16	15	16	34	70	69	48	8	8	2
Asian/Pacific Islander	24	135	1949	100	99	99	539	545	536	4	4	4	17	9	15	71	72	66	8	16	15
American Indian/Alaskan Native	NC	30	4719	NC	97	96	NC	525	489	NC	3	15	NC	17	39	NC	77	45	NC	3	2
White	398	2183	36730	98	98	98	547	547	532	2	2	4	8	10	16	74	71	68	16	18	12
Students with Disabilities	51	256	8552	74	78	87	492	492	463	25	17	35	33	42	40	39	39	23	2	2	1
Students without Disabilities	514	2687	70493	100	100	100	545	546	517	1	1	7	8	8	24	76	74	62	15	17	8
Limited English Proficient Students	15	66	9355	100	93	95	471	478	456	20	29	37	47	33	48	33	38	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	137	531	34922	96	93	96	519	521	493	6	7	15	23	20	34	66	67	48	4	6	3
Non-Economically Disadvantaged	428	2412	44123	97	98	99	548	547	527	3	2	6	6	9	18	74	71	66	17	17	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	584	2989	79657	100	99	99	594	589	566	1	1	3	3	3	8	94	94	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	283	1445	39120	100	99	99	603	600	580	1	1	2	1	1	4	96	96	92	2	2	2
Male	301	1544	40423	100	99	98	586	580	553	1	1	5	4	4	12	93	93	83	2	1	1
African American	39	144	4290	100	99	99	589	580	560	8	4	4	5	3	9	87	92	86	NA	NA	1
Hispanic	109	470	31642	100	97	99	586	580	552	1	2	5	5	5	11	94	93	84	1	0	0
Asian/Pacific Islander	24	135	1948	100	99	99	586	594	589	4	1	1	NA	1	3	96	93	91	NA	4	4
American Indian/Alaskan Native	NC	31	4760	NC	100	97	NC	583	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	406	2209	36929	100	99	99	597	592	579	0	1	2	2	2	5	95	95	91	2	2	2
Students with Disabilities	70	301	9069	100	91	92	553	548	508	6	7	11	19	17	30	76	75	58	NA	1	1
Students without Disabilities	514	2688	70588	100	100	100	599	593	573	1	1	2	1	1	5	97	97	91	2	2	1
Limited English Proficient Students	15	69	9521	100	97	96	575	544	507	NA	6	13	NA	9	24	100	86	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	142	552	35341	100	97	97	586	578	551	2	2	5	1	4	12	96	93	83	NA	1	0
Non-Economically Disadvantaged	442	2437	44316	100	99	100	597	592	578	1	1	2	3	2	5	93	95	90	2	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	526	2976	78400	99	97	97	583	589	554	9	7	21	11	9	19	58	58	47	22	26	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	257	1446	38686	98	98	98	583	591	554	7	4	20	12	10	20	58	60	49	23	26	12
Male	268	1528	39636	99	96	96	584	588	554	10	9	23	9	9	18	59	57	46	22	25	13
African American	30	137	4193	94	93	97	567	566	533	23	15	32	10	18	23	50	53	40	17	14	5
Hispanic	99	463	30732	100	96	97	556	562	534	14	15	31	20	16	24	58	57	40	8	12	5
Asian/Pacific Islander	15	114	1827	100	100	99	598	613	594	7	4	8	13	4	12	53	52	49	27	41	31
American Indian/Alaskan Native	NC	34	4536	NC	100	95	NC	580	528	NC	9	35	NC	3	25	NC	71	37	NC	18	4
White	378	2228	37038	99	97	97	592	595	575	6	5	11	8	8	14	59	59	56	26	28	19
Students with Disabilities	57	255	7840	92	75	81	520	529	498	47	38	60	19	20	18	30	37	20	4	4	2
Students without Disabilities	469	2721	70560	100	99	99	590	594	560	4	4	17	10	8	19	62	60	50	25	28	14
Limited English Proficient Students	NC	33	8956	NC	87	95	NC	530	502	NC	42	56	NC	18	25	NC	30	18	NC	9	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	110	453	33014	97	91	95	560	565	534	19	15	31	16	15	24	52	57	40	13	13	5
Non-Economically Disadvantaged	416	2523	45386	99	98	99	590	594	569	6	5	15	9	8	15	60	59	52	25	28	18

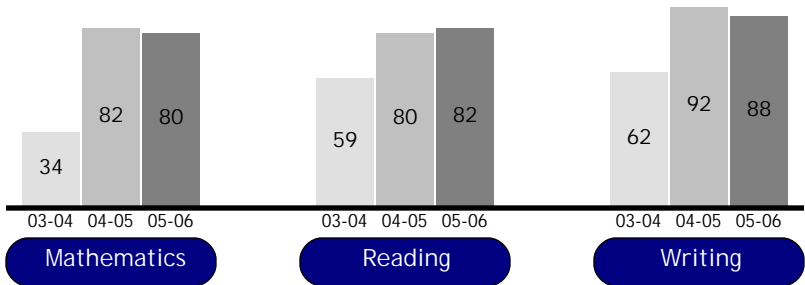
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	502	2975	79179	94	97	98	544	545	519	3	3	11	16	14	27	73	74	58	9	8	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	250	1445	38974	96	98	99	548	552	524	0	2	8	14	10	25	76	78	61	10	11	5
Male	251	1528	40124	93	96	97	540	538	513	4	4	13	18	18	28	69	71	54	8	6	4
African American	28	138	4243	88	94	98	530	534	506	4	4	14	25	22	32	57	68	51	14	7	3
Hispanic	94	460	30987	96	96	98	523	522	498	3	6	17	29	25	36	65	67	45	3	2	1
Asian/Pacific Islander	13	112	1832	87	98	99	549	550	543	NA	2	4	NA	11	17	100	79	69	NA	9	10
American Indian/Alaskan Native	NC	34	4573	NC	100	96	NC	518	494	NC	9	16	NC	24	41	NC	68	42	NC	NA	1
White	363	2231	37467	95	97	98	550	550	539	2	3	5	12	11	17	75	76	70	10	10	8
Students with Disabilities	33	254	8567	53	75	88	511	493	467	27	22	39	27	38	38	42	37	22	3	2	1
Students without Disabilities	469	2721	70612	100	99	99	545	549	524	1	1	7	15	12	25	75	78	62	9	9	5
Limited English Proficient Students	NC	36	9013	NC	95	95	NC	465	461	NC	42	40	NC	47	48	NC	11	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	101	448	33345	89	90	96	522	522	499	3	6	17	31	27	36	62	65	46	4	2	1
Non-Economically Disadvantaged	401	2527	45834	96	98	99	549	548	533	2	3	7	12	12	19	75	76	67	10	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	532	3053	79734	100	99	99	575	574	554	2	1	3	9	10	19	88	89	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	260	1474	39243	100	100	99	587	588	568	0	0	2	5	4	12	95	95	85	NA	1	1
Male	271	1577	40413	100	99	98	564	561	541	3	2	4	14	14	26	82	84	70	0	0	0
African American	31	144	4285	97	98	99	561	565	548	NA	1	3	23	13	22	77	86	74	NA	NA	0
Hispanic	99	479	31254	100	100	99	568	560	539	NA	2	5	14	15	25	86	82	70	NA	0	0
Asian/Pacific Islander	15	114	1837	100	100	99	588	583	579	NA	NA	1	7	5	9	87	94	87	7	1	2
American Indian/Alaskan Native	NC	35	4613	NC	100	97	NC	567	535	NC	NA	4	NC	14	29	NC	86	67	NC	NA	0
White	383	2281	37668	100	99	99	578	577	569	3	1	1	7	8	13	90	90	85	NA	0	1
Students with Disabilities	62	327	8943	100	97	92	519	515	495	16	9	11	35	42	51	48	49	38	NA	NA	1
Students without Disabilities	470	2726	70791	100	100	100	582	580	561	0	0	2	6	6	15	94	94	83	0	0	0
Limited English Proficient Students	NC	37	9138	NC	97	97	NC	511	492	NC	8	13	NC	30	46	NC	62	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	111	482	33718	98	97	97	564	557	538	1	2	5	19	17	26	80	81	69	NA	0	0
Non-Economically Disadvantaged	421	2571	46016	100	100	100	578	577	567	2	1	2	7	8	14	90	90	84	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	63	NA	54	99	62	63	50	96	73	75	54
	Language	100	67	74	58	99	62	66	52	99	75	75	58
	Mathematics	100	75	78	62	99	62	64	50	98	72	72	54
8	Reading	99	63	NA	55	98	60	60	51	93	72	73	58
	Language	98	64	64	52	98	59	60	50	99	67	67	56
	Mathematics	99	74	75	61	99	66	67	53	98	73	76	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- ü Curriculum
- ü Enrichment Programs
- ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	0	0
4 to 6 years	15	6	0	0
7 to 9 years	7	4	0	0
10 or more years	23	11	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	216
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- ü Library Resource Center
- ü Athletic/Gymnasium
- ü Four computer labs

Extracurricular Activities

- ü Student Government
- ü Performing/Visual Arts
- ü Athletics/Spirit Squad
- ü Vocational Student Organizations
- ü National Junior Honor Society
- ü Fellowship of Christian Athletes

Social Services

- ü Health Services
- ü Counseling Services
- ü Breakfast/Lunch Programs
- ü Citizenship Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü DRJH has 1,146 students enrolled. Our academic classes include honors and inclusion classes. All seventh grade students are enrolled in a two hour language Arts Block.
- ü Students in seventh and eighth grade Language Arts and Math classes will participate in the Tungsten Learning Program designed to measure success with the Arizona State Standards.
- ü All teachers at DRJHS embrace our school wide 301 Goal for improving student achievement in reading with an emphasis on comprehension.
- ü Desert Ridge Junior High School was recognized as an Excelling school for the 2005-06 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

DRJH has adopted Character Counts! as a foundation for promoting a safe and respectful environment for all. Through a grant, we have a full-time Transition Specialist who identifies at-risk students and works with other staff members to develop effective programs for future success.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Michelle Maurer	(480) 635-2025
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Jean Woods	(480) 635-2025
School Nutrition Programs	Deb McCarron	(480) 497-3370
Parent Organization	Debbie Blackwell	(480) 635-2025
Student Health/Nurse	Diane Hunsaker	(480) 635-2025

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.